

Iowa Individual Administrator Professional Development Plan

to be developed collaboratively between administrator and supervisor

Name: High School

School:

District:

AEA:

District or Building Focus

Step 1

General District Goal Area (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your leadership actions in this area. (CSIP goal) Students will demonstrate proficiency in reading, math, and science on the ITED.

Step 2

Specific School or District Goal (for above general goal area) Improved standardized reading and math scores to 80% proficiency in grades 6-12.

Step 3

Specific Leadership Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review
Provide teachers Professional Development time to review student data and instructional strategies	1, 2	Participate/lead PD; Implementation of strategies in rigor and relevant lesson plans	August-May	Wednesday Prof Dev	Lesson plans; Meeting logs; Assessment data; R & R instructional strategies
Provide struggling students (reading/math) intervention by doubling their instructional minutes in reading & math.	1	2 nd Chance Reading; Aleks	August-May	January & May	Instructional strategies; Assessment data
Promote implementation of Rigorous & Relevant strategies across all content areas	1, 2	Participation in Prof. Development; Targeted walk throughs; Instructional focused conversations with teachers	August-May	Oct, Dec, Mar, May	Instructional strategies, Student engagement; Student achievement

Step 4

Learning Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review
Participate in a community of practice focused on student learning	3	Attend Western Iowa Conference Principal meetings	August-May	Monthly	Instructional Leadership strategies; Professional Development; Daily managerial tasks.
Schedule day to focus on student learning.	2, 3	Targeted walk throughs; instructional conversations with staff, student centered decisions	August-May	Monthly Administrative meetings	Why, what, how does this positively impact student learning; Is it relevant;
Read & participate in a book study with administrative team and building leadership team.	2	Apply knowledge learned through leadership and professional development.	August-May	Oct, Dec, Mar, May	New Learning from book and how to apply it in my leadership and/or professional development.
Examples of books: Whatever It Takes; Mind Set; Transformative Assessments; The Power of Protocols					

Supports for Plan Implementation (check all that apply and describe)☐ Supervisor/Board: _____, Superintendent☐ Peer: _____, Co 6-12 Principal☐ AEA/Regional: _____☐ Other: 6-12 Staff

Administrator Signature/Date _____

Supervisor Signature/Date _____

SMART Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

S – Strategic and Specific

Strategic - Select a high-leverage goal that will make a difference.

Specific - Clearly define what you will do and how you will do it.

M – Measurable

Establish concrete criteria for tracking progress and determining success.

A – Attainable

Select a goal you have a reasonable expectation of achieving (a “stretch” goal that is not easy, but doable).

R – Results-based

Clearly define the results you expect to see.

T – Time-bound

Establish a starting and ending date for completion of the goal.

Leadership Goal

R – What result do you hope to achieve? Be specific.	S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the timeframe for completing the goal? List start date, review date(s) and end date.

Final leadership goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)**Learning Goal**

R – What result do you hope to achieve? Be specific.	S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the timeframe for completing the goal? List start date, review date(s) and end date.

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Final learning goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)